

## DEVELOPMENT OF SOCIAL AND PROFESSIONAL RESPONSIBILITY OF UNIVERSITY STUDENTS

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### ABSTRACT

The intensive social and economic development of the country has led to changes in values in modern society: priorities are associated with the acquisition of material goods and high social status, and moral values are devalued. This indicates a moral crisis in modern society, one component of which is the reduction of responsibility for the results of their professional work.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The current standard, regulatory documents and state programs stipulate the need to form such competences as the ability to work for the benefit of society and the state while performing the official duty, following the positions of ethics;

the ability to maintain and strengthen trust in the legal community;

readiness to be aware of the social significance of the future profession;

have the motivation to carry out their professional activities and others. The National Programs identify areas for increasing individual responsibility for the results of professional work. Thus, the improvement of the system of education of students in higher education comes to the foreground and appears to be a problem of exceptional importance.

However, the analysis of HEIs' work experience shows that, in practice, due attention is not paid to the formation of responsibility among students, both in the first and final years. The results of the questionnaire survey showed that 53% of graduates and young specialists have a general idea of responsibility and 37% are indifferent to it. One in four graduates plans to be guided not by principles of responsibility, but by the belief that the circumstances for which they are not responsible are independent. This is explained by the fact that in the practice of educational organizations, the understanding of responsibility is not considered in the context of personal development of the future professional. As a rule, the traditional approach to education prevails in universities, which is mainly aimed at the development of knowledge in this or that area of work, and the student is guided only by the external characteristics of this or that profession. In the new conditions of the training system, there is a growing need for highly qualified personnel who are ready not only to realize themselves in a profession but also to show a high level of responsibility. The development of this quality is important for any profession, and it is necessary to organize this process in the conditions of higher education when the choice of professional path is made and the educational impact on the personality of the student is intensive.

All of the above defines the research direction as actual and demanded by theory and practice. In this context, the problem of social and professional responsibility of students is a priority area of research in higher education. In our opinion, one of the ways of formation of the given quality can become a scientifically based organization of extra-curricular activity.

There are methodological prerequisites for research in science: theories that reveal the issues of personal responsibility at the interdisciplinary level (L. M. Arkhangelsky, M. M. M., M. M.

Kozlov). Bakhtin, L. I. Beletskaya, A. V. Brushlinsky, V. E. Davidovich, Y. L. Kolomensky, I. S. Marienko, A. V. Nazarov, A. F. Plahotny, A. A. Rean, E. I. Rudkovsky, V. I. Speransky, G. L. Tulchinsky, etc. ); theoretical and applied aspects of the study of social and professional responsibility of the individual as the most important form of self-regulation of a spiritually mature person along with freedom and conscience (I. S. Kon, D. A. Leontief, E. Fromm, W. Fromm, A. F. Plahotny, A. F. Rean, E. I. Rudkovsky, V. I. Speransky, G. L. Tulchinsky, etc.); theoretical and applied aspects of the study of social and professional responsibility of the individual as the most important form of self-regulation of a spiritually mature person along with freedom and conscience (I. S. Kon, D. A. Leontief, E. Fromm, V. A. Rudkovsky, V. I. Speransky, etc.). Frankl); description of peculiarities of formation of activity qualities (N. I. Konyukhov, N. B. Skorbilina); perception of the necessity of performance of actions by a personality (V. S. Mukhina); labor activity (K. Muzdybaev), promoting manifestation of such characteristics of a personality as initiative (K. S. Kon, D. A. Leontiev, E. Fromm, V. S. Mukhina). A. Abulkhanova-Slavskaya, M. M. Bakhtin, V. S. Selivanov); duty (L. G. Spirkin), persistence (A. V. Petrovsky), propensity (K. Muzdybayev); conceptual bases of the problems of responsibility discussed in the pedagogical works of V. Mukhina. I. Andreeva, Yuri K. Babansky, N. V. Bordovskaya, G. M. Kodzhaspirova, B. G. Likhachev, I. P. Podlasova, A. A. Rean, V. A. Slastenin, V. S. Selivanova and others. Ideas are justifying the possibility of responsibility formation in different age periods: in the process of study (A. D. Alferov, N. N. Gorovenko, A. A. Gusev, L. M. Makarova, I. Morgach) and work (V. D. Khrushch); performance of joint duties (A. D. Khrushch). P. Medveditsky, A. G. Pashkov) and public commissions (L. V. Baiborodova, Yu. P. Sokolnikov), under the influence of public opinion (V. D. Sazonova) and in conditions of student self-government (E. M. Knohypov).

At the same time, there are no modern complex studies devoted to the understanding of the problem of the formation of social and professional responsibility of university students in extra-curricular activities. It should be noted that a knowledge-based approach prevails in the organization of classroom work, while an educational one prevails in the extra-curricular one: it is difficult to educate students at lectures and practical classes, and it is possible to create conditions for the formation of their personal qualities in the extra-curricular work. The choice of extra-curricular activities is conditioned by their potential in expanding the social and personal experience of students.

As a result of the interdisciplinary analysis of scientific literature in the direction of research and practice of students' training in the university, it has been fixed that in the pedagogical science there are scientific facts on the research of different types of responsibility (social, professional, legal, corporate, etc.), while social and professional responsibility is not sufficiently studied. In the new social conditions, there is a need for scientific research, justification and development of the process of education of social and professional responsibility of students of any profile.

The research determines the development of socio-professional responsibility of university students can be carried out based on an active approach, which determines the process of organizing extra-curricular activities if we understand that the specificity of socio-professional responsibility of students is characterized by a combination of an integral personal quality that includes the awareness and acceptance of the values of the society and the readiness to be guided by them in the socially-oriented quarter.

The study revealed the specifics of students' social and professional responsibility and showed its importance in the modern conditions of social and economic development of societyThe

organizational and pedagogical model of forming students' social and professional responsibility in extra-curricular activities was developed. The content-procedural aspect of pedagogical technology of forming students' social and professional responsibility in the organization of extra-curricular activities of the university was justified experimentally.

The research revealed the specificity of students' social and professional responsibility, which consists of a combination of integral personal quality, including the awareness and acceptance of the values of society, knowledge about future professional activity and readiness for socially-oriented actions in quasi-professional activities; developed an organizational and pedagogical model of the formation of students' social and professional responsibility in the unity of interdependent blocks (conceptual, substantive and procedural).

As a result of the research it consists in: development of criterion and diagnostic toolkit of dynamics of social and professional responsibility of students in extra-curricular activity on cognitive-analytical, value-motivating, emotional-volunteer, activity-reflective criteria and corresponding to them attributes; establishment of prospects of application and satisfaction of needs of practice in the organizational and pedagogical model of formation of social and professional responsibility of students in extra-curricular activity.

The specifics of social and professional responsibility of students consists of the combination of integral personal quality, which includes the awareness and acceptance of social values, knowledge about future professional activity and readiness for socially oriented actions in quasi-professional activity. The specificity of students' social and professional responsibility is characterized by the interrelation of cognitive and analytic, value and motivational, emotional and volitional, activity and reflexive components expressed in the aggregate of identical criteria.

The organizational and pedagogical model of the formation of social and professional responsibility of the student includes the unity of interdependent blocks. The concept-target block presents the general concept of the studied process, oriented to the activity approach and the principles of organizing non-audit activities (cooperation, reflection, orientation to social and value relations); The substantive and procedural block includes pedagogical conditions that ensure the effectiveness of the implementation of pedagogical techniques for the formation of social and professional responsibility of university students in extra-curricular activities; criterion-effective block includes criteria (cognitive-analytical, value-motivational, emotional-will, activity-reflexive) and levels of formation of social-professional responsibility of university students (inert, situational, professional-oriented).

The pedagogical technology for the formation of social and professional responsibility of university students in extra-curricular activities is aimed at increasing the social and professional responsibility of students due to the variety of ways of educational impact on them and the multilevel educational situations (sample, classical case, critical situations). The substantive and procedural aspect of the implementation of pedagogical technology is represented by a sequence of indicative, motivational, activity, reflexive stages in the process of coordinating the spatial-subject, information-technical, socio-cultural educational space of the university.

Pedagogical conditions that ensure effective implementation teaching technology for social and professional development The student's responsibilities include maintaining available faculties and universities of tradition that reflect their image and specificity; coordination of social and pedagogical efforts of the university and authorities, social organizations, employers'

representatives on the organization different types of social practices (educational, research, labor, social and leisure); promotion of student initiatives.

In conclusion, the analysis of scientific literature proved the relevance of the pedagogical phenomenon in question, the study of which will solve the social demands of science and practice. The analysis of the phenomenon under study made it possible to reveal the specifics of social and professional responsibility of students, which consists of a combination of integral personal quality, which includes the awareness and acceptance of the values of society, knowledge about future professional activity and readiness for socially-oriented actions in quasi-professional activities.

The specificity of students' social and professional responsibility is characterized by the interrelation of criteria of its evaluation: cognitive and analytic, valuemotivating, emotional and volitional, activity and reflexive.